

Comprehensible Input Checklist

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The following actions characterize teacher behavior while presenting new language in a communicative way-structures as well as vocabulary. That is, these are the characteristics of the teacher who effectively provides comprehensible input.

The teacher illustrates meaning by frequent use of:

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|------------------------------|---------------------------------------|
| √ Demonstration | √ Facial animation |
| √ Visuals | √ Changes in voice quality and volume |
| √ Realia | √ Other |
| √ Gestures and body movement | |

In addition, the teacher

- √ Selects content which for students is interesting, relevant and practical
- √ Provides input in small doses, alternating with other kinds of activities
- √ Provides frequent repetition and re-entry of active vocabulary & structures
- √ Speaks clearly, but naturally
- √ Sprinkles the presentation with humor
- √ Changes pace frequently
- √ Maintains a sense of urgency in the use of time
- √ Moves about the classroom

Above all, the teacher **frequently checks for comprehension**. In the process, she/he:

- √ Seeks responses that move from pre-production through early production to sustained production
- √ Cues responses that move from echoing facts to expressing increasingly higher levels of thinking